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AUTHOR Sheppard, N. Alan
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ABSTRACT

The report describes an inservice workshop for vocational education teachers of the physically, mentally, and multiply handicapped. The first third of the report consists of a general introduction and a summary of workshop activities with respect to (1) general information, (2) topics covered, (3) requirements for a letter grade, (4) summaries of four selected consultants' presentations (Teaching Vocational Skills to Handicapped, Frank Bowles; Humanizing Education for the Handicapped, Ruth Diggs; Individualized Instruction Package Development, David Pucel; and a transcript of a presentation on quadriplegia, Steve Heatwole), (5) pretest and posttest results and analysis, (6) analysis of the workshop evaluation instrument, (7) attitudes of workshop participants toward special needs students with special emphasis on employability, and (8) recommendations for future workshops. The remainder of the report consists of eight appendixes: workshop news releases and information, sample learning guides for individualized learning packages (one on business forms and job interview information, the other on making a pot of coffee), sample student evaluations of reading assignments from the workshop, description of handicapped persons, solicitation letter, list of workshop participants, pretest/posttest measure, and workshop evaluation scale. (JR)

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REPORT AND EVALUATION OF THE SECOND ANNUAL WORKSHOP FOR VOCATIONAL EDUCATION PERSONNEL WORKING WITH THE HANDICAPPED

Virginia Polytechnic Institute
and
State University

Blacksburg, Virginia

June 16-27, 1975

Project Director:

Dr. N. Alan Sheppard
Division of Vocational and
Technical Education

CE 004 858

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These aforementioned individuals are thanked for their wholehearted cooperation, openness, and support.

We wish to thank especially those vocational teachers whose enthusiastic willingness to participate made the second workshop even more exciting than the first.

— Nathaniel A. Sheppard
August, 1975

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WORKSHOP THEME: "Helping The Handicapped Feel Brand New!"

. You (vocational/technical educator) taught me (handicapped person) how to live again

. You built me up and made me sure

. You gave me my pride back

. You made me feel secure

. You were there when I needed you; you were my friend

. You made me feel BRAND NEW, God bless you, you made me feel BRAND NEW!

Dr. N. Alan Sheppard, Workshop Director
Ms. Linda S. Thorpe, Workshop Assistant Director

I. Introduction to Workshop Evaluation

A. General Information

The Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, conducted its second annual In-Service Education Workshop for Vocational Teachers of the Handicapped. The workshop, held June 16-27, 1975, was funded by the State Board of Education, Division of Vocational Education, Richmond, Virginia, from funds available from EPDA, Part F, Section 554.

The purpose of the workshop was to assist special and regular vocational education teachers to become more effective teachers of the mentally retarded, physically and multiply-handicapped students. Major focus of workshop's content was on the mentally retarded student--EMRs and TMRs, as these two foregoing groups of students represent the most serious handicapping category typically found in vocational education programs for handicapped students in Virginia. A lesser emphasis was given to those handicapped students who are multiply handicapped and have other concurrent handicaps; such as, hard of hearing, partially blind, emotionally disturbed, neurologically impaired, or orthopedically impaired; however, workshop participants did get an opportunity to interact an entire class session with a quadraplegic, who is an outstanding computer programmer.

B. Objectives

1. Evaluation Objectives

a. To describe the scope, sequence, organization, and implementation of the workshop.

b. To measure the knowledge gained by workshop participants in teaching the handicapped.

c. To compare and contrast workshop participants' responses to the general workshop evaluation form.

d. To offer recommendations based upon oral and written responses of workshop participants, consultants and others relative to future workshops of this nature.

e. To share some of the outcomes of such a workshop, i.e., primarily participant accomplishments, publicity, etc.

2. Workshop Objectives

a. Given the characteristics or vocational handicaps of the handicapped, the participant will be able to demonstrate instructional techniques in teaching vocational skills to each of the following:

(1) Mentally handicapped
. EMR (IQ Range = 50 - 75)
. TMR (IQ Range = 30 - 50)

(2) Multiply handicapped

. (Those with a combination of both handicaps--mentally and physically)

b. The participant will plan and develop one individualized learning packet based upon the criteria set forth by Pucel and Knaak in a text entitled: Individualizing Instruction in Vocational Technical Education.

c. When presented with a hypothetical and/or actual situation involving working with a handicapped student, the participant will list and/or demonstrate the procedures, as discussed in class, for assessing the student's abilities, task analyzing the skill, and programming instruction in relation to a particular skill.

d. When presented with the reality of mainstreaming, i.e., integrating the handicapped into the regular vocational education class, participants will work in groups and plan a five-day workshop outlining the topics to be covered, visual aids to be utilized, methods and techniques to be employed, public information strategies and guidelines to facilitate the transition of handicapped students from special education classes to the regular class.

e. When presented with materials used in "existing programs," the participant will modify the materials and/or the approach used with those materials to meet the needs of the handicapped, as discussed in assigned readings and class presentation, to the satisfaction of the group.

C. Soliciting Workshop Participants

A form letter was sent out statewide to selected vocational teachers

of the disadvantaged and handicapped. These instructors were selected from prepared lists of vocational-technical instructors in all divisions of vocational-technical education in Virginia.

If a vocational-technical teacher desired to enroll in the workshop, he/she was instructed to fill out and return a Preliminary Enrollment Information Form.

Upon receipt of the Preliminary Enrollment Information Form, 25 vocational teachers were selected based upon recommendations from supervisors and expressed need for the course. Twenty-five was the number decided upon due to such factors as: (1) size of meeting place for workshop and (2) stipend support via EPDA funds, etc. Of those selected, five had to withdraw from the class after attending the first session due largely to registration complications and lack of complete information about the workshop relative to credit hours.

The workshop participants were varied in their backgrounds and competencies. At least three participants had master's degrees. Twelve participants had bachelors degrees. Some of the participants had as many as 25 years of teaching experience. Several had extensive business experiences in various capacities.

Ethnic representation was principally that of Black and Anglo-Americans. Geographical representation included Northern Virginia, Central Virginia, Eastern Virginia, and Southwest Virginia. This contributed some variety and richness not to be found in a completely homogeneous group.

Of the 20 participants who remained during the two-week period, one was in an administrative position; four were in vocational home economics; three were in industrial arts education; three were in shop, general mechanics, commercial design, food services or building trades;

one was in data processing; three were in business education; one participant worked as a counselor; one participant was full-time in special education; and three were in agricultural education.

After the student-participant selection process had ended, each person selected to participate and attend the workshop was sent a letter of attendance confirmation.

II. Workshop Summary

A. General Information

1. Workshop Location

This workshop was held on the campus of VPI & SU in Blacksburg, Virginia.

2. Length of Workshop

This workshop was held for two weeks, or ten sessions, which began on June 16, 1975, and terminated on June 27, 1975.

3. Length of Class Sessions

Each class session was approximately three hours each, beginning at 1:30 p.m. daily.

4. Instructors/Consultants Involved

A team-teaching approach was initiated and consisted of individuals with experience in a variety of areas related to the handicapped. Film and slide presentations, demonstrations, field trips, etc., were frequently scheduled.

5. Workshop Facilities

VPI & SU made excellent provisions for the project. An expansive air-conditioned room was made available for lectures, discussions, and small group work. Also, library and housing accomodations were very adequate.

6. Workshop Participants

a. Number of Participants

Twenty special and regular vocational education personnel, including one administrator and special educator from all areas of Virginia and various school divisions participated in the workshop. A list of the workshop participants is shown in Appendix F.

b. Sex of Participants

Males (8)
Females (12)

c. Vocational Area and Number in Each Area

Home Economics (4)
Business Education (3)
Agricultural Education (3)
Industrial Education (3)
Shop, General Mechanics, Food Services (3)
Miscellaneous: Special Education, Administration, Counseling, Data Processing (4)

d. Number of Years Taught

0 - 5 years (12)
6 - 10 years (1)
11 - 15 years (1)
16 - 20 years (3)
21 + years (3)

e. Number of Years Teaching Handicapped Students

0 - 5 years (17)
6 - 10 years (1)
11 - 15 years (1)
16 - 20 years (1)
21 + years (0)

f. Number of Participants Presently Teaching in Programs for the Handicapped Yes 13 No 7

B. Workshop Topics Covered

June 16 Registration, Introductions, and Orientation to Workshop

Dr. N. Alan Sheppard, Workshop Director
Ms. Linda Thorpe, Assistant Workshop Director
College of Education
Division of Vocational and Technical Education

A representative from the Accounting Office registered workshop participants and collected fees.

Dr. Sheppard discussed the rationale, nature, and purpose of the workshop and introduced Dr. Margaret Driscoll, Assistant Dean, College of Education, and Dr. Dewey A. Adams, Director, Division of Vocational and Technical Education, who extended a welcome to workshop participants.

Dr. Sheppard discussed the overall strategy of the workshop and administered the Pretest.

Ms. Thorpe introduced Mr. Steve Heatwole, a quadreplegic working as a programmer for Rockingham National Bank, Harrisonburg, Virginia, who spoke and interacted with workshop participants on his life before and after becoming paralyzed.

This presentation enlightened workshop participants about the problems (educational, social, emotional, etc.) to be encountered and to be overcome by a handicapped person.

Mr. Heatwole was accompanied by his mother, Betty, who reacted to questions posed about the parents' role in assisting a handicapped son or daughter.

June 17 Integrating the Handicapped into the Regular Vocational Class

Doug Cox
Tony Faina
State Department of Education
Division of Special Education
Richmond, Virginia

Mainstreaming, integrating the handicapped into the regular class has been talked about in the past; and now, it is becoming a reality.

This session included a discussion of the strategies and techniques to be employed by vocational teachers when integrating a handicapped person into the regular classroom.

June 18-20 Developing Individualized Learning Packages for the Handicapped

Dr. Dave Pucel
Department of Vocational Education
University of Minnesota
Minneapolis, Minnesota

The handicapped person, whether in a regular classroom or rehabilitation center, needs to receive individualized instruction. In order for vocational teachers to individualize instruction effectively for handicapped persons, Dr. Pucel discussed how individualized learning packages for the handicapped can be developed.

Workshop participants developed learning packages.

June 23 Field Trips

Workshop for Retarded Citizens, Mr. Robert Spencer, Director. (Roanoke)

Roanoke Occupational School for the Handicapped, Mr. William Johnson, Principal.

Camp Jaycee of Roanoke for the Handicapped, Mrs. Louise Wade, Program Director; Mr. Everett Werness, Camp Director. (Roanoke)

June 24 Assessment of Handicapped Person's Needs and Employment Potential

Mr. Joe Schaerfl
Regional Rehabilitation Continuing Education Program
Fishersville, Virginia

How does a vocational teacher assist a handicapped person in choosing an appropriate vocational training area? How is a handicapped person's employment potential evaluated? These topics were covered by Mr. Schaerfl through group discussion and interaction.

June 25 Building Good Human Relationships with Handicapped Persons

Dr. Ruth Diggs
Norfolk State College
Special Education Department
Norfolk, Virginia

We build or strengthen human relationships with others daily. However, is this process any different when working with handicapped persons? If so, how? Also, why are good human relationships between the vocational teacher and handicapped student important?

Dr. Diggs explored the area of human relations as it relates to the handicapped person and employed group techniques in class which stimulated among participants the need for better human relations toward the handicapped.

June 26 Teaching Vocational Skills to the Handicapped

Dr. Frank Bowles
Special Education
Radford College
Radford, Virginia

The traditional method of teaching (teacher lecturing to students and students taking notes) is not always an effective teaching strategy to be used when teaching the handicapped. The reasons for this statement are numerous; such as, some handicapped students may be unable to write; some may have a very limited attention span; etc. Therefore, other teaching methods and techniques must be utilized when teaching the handicapped if they are to acquire vocational skills.

Dr. Bowles discussed some of these methods and techniques to be employed when teaching vocational skills to the handicapped; his discussion included IPI, CAI, learning modules, etc.

June 27 Placement of the Handicapped on Jobs

Margie Hannah
Virginia Employment Commission
Radford, Virginia

Ms. Hannah discussed the placement of handicapped persons on jobs--the problems and myths encountered when seeking and securing employment for the handicapped.

Evaluation of the Workshop

Dr. N. Alan Sheppard

Group discussion and evaluation of the workshop.

Dr. Sheppard administered a Posttest.

C. Workshop Requirements for Letter Grade

TASK SHEET

Inservice Workshop for Vocational Teachers
of the Handicapped

Individual Tasks

*Task A--Plan and develop one individualized learning packet. This packet is to be developed around one particular skill you normally teach and should be developed according to the guidelines presented during the workshop for developing individualized learning packets. (Due: July 11, 1975)

Task B--Read and report on 10 articles which relate to the handicapped. These articles are to be planned and written according to the attached sheet, Instructions For Review of Articles (First five articles due June 20; last five articles due June 27).

*Task A Note: Guidance Counselors: You may develop a packet to be utilized by guidance counselors which informs them of the general characteristics of the handicapped, tests to be utilized when evaluating a handicapped person (academically, socially, etc.), information on job placement of the handicapped, etc.

Group Tasks

Case Problem (Due: June 27, 1975)

"Mainstreaming" has become a reality at the school at which you teach, and in September the vocational-technical classes will contain handicapped students--the physically handicapped, the emotionally disturbed, the mentally retarded.

Your principal or supervisor has asked you to hold a five-day workshop (total of 20 hours: 4 hours per session) for the vocational-technical teachers in your school on "Effectively Integrating the Handicapped into the Classroom." Most of the vocational-technical teachers have never worked with the handicapped and are unfamiliar with their characteristics, needs (social, emotional, physical, etc.) and learning disabilities.

The solution to this case problem is to be presented in typed, notebook form. This notebook is to contain the following sections (other sections may be included):

1. Outline of the topics to be covered (the content) in your workshop presentation.

2. Visual aids to be utilized during your presentation (except for films, commercial visual aids cannot be utilized. You may develop a slide presentation, transparencies, bulletin board, charts, etc.). At least 5 visual aids must be developed.

3. Detailed script of presentation--similar to lesson plans--which includes presentation content, when visual aids will be utilized, and what teaching strategies (methods/techniques) will be employed. When references are used, cite source.

4. Bibliography of references utilized.

5. Handouts to be given to workshop participants.

6. Procedures for publicizing the workshop, procedures for following-up the workshop, etc.

7. List illustrating the contributions each member of the group made toward the development of this workshop presentation.

Method of Grading Workshop Tasks

Each task listed above is worth the following points:

Task A (individualized learning packet) = 100 points

Task B (articles) = 150 points (each article will be worth 15 points)

Case Problem (Group Task) = 150 points

Total Points To Be Received = 400

Final Grades will be issued according to the following point scale:

A = 360 points
B = 320 points
C = 280 points
D = 240 points

D. Summary of Four Selected Presentations by Workshop Consultants

1. Dr. Frank Bowles "Teaching Vocational Skills to Handicapped"

The major aim was to consider the mildly retarded in regards to the above. Other types of exceptionality were to be treated rather lightly, mostly because the learning of vocationally acceptable skills in so far as the mildly retarded are concerned can well be directed toward interpersonal skills that assist the retarded in functioning well with other persons. Most individuals in other categories of exceptionality benefit frequently from direct skills areas, such as motor coordination, manual dexterity training, etc., and may not need interpersonal type work to the degree that the mentally retarded do.

Four points deserving consideration and planning toward working with the mentally retarded in an "education-vocational training" continuum are:

1. An understanding of how the retarded child develops his concept of self.

   A primary task herein is to manipulate the learning environment in such manner that the student is assured of success experiences. When these successes are in tasks of sufficient challenge to tax the abilities of the student, yet within his perceived reach, the reward to the student is increasing conviction that he can, in fact, do things well.

   A major emphasis can well be placed upon assisting the student to improve and expand his facility in language, particularly in listening and speaking areas. Other, more academically oriented work in language arts is also good, provided this work does not take the child into the level of academic work that he cannot handle.

   A task that can sometimes be quite difficult is that of helping the student understand something of his intellectual functioning potential regarding future vocational efforts. Such children frequently have unrealistic expectations for themselves, with no comprehension of what preparations and skills must be developed to meet these proficiencies.

Not to be ignored is the fact that many students who are considered mildly retarded are retarded educationally, and not necessarily so intellectually. Many of these students are from cultural groups having several differences from the middle class culture, including, frequently, marked differences in language usage and overt behavior. Such students must be encouraged to retain their customs and general behaviors for their homes and immediate communities, with the schools providing for them the "second language and behavior style" that seems acceptable to the middle class institution of public schools.

2. An understanding of what occurs when special grouping procedures are instituted.

   A marked option must be considered herein: Whether to assign the student to a special group (as in self contained special education placement), or whether to leave the student in his regular grade placement. The choice here should be based upon the consideration of whether the special group placement will improve the lot of the student. If not, he should not be so placed. If special placement is effected, the student is then "labeled," and has gained a "stigma."

   If regular placement is the decision, the student will be liable to rejection by his grade peers. The question, then, is which of these options to elect for the well-being of the student.

   Consider at what age(s) and/or level of development students should be moved upward from one level of special programs to another. Generally speaking, the following relationship exists between groups and classes:

Primary Retarded	=	Grades K, 1, 2, 3
Intermediate Retarded	=	Grades 4, 5, 6
Jr. High Retarded	=	Grades 7, 8, 9
Sr. High Retarded	=	Grades 10, 11, 12

   An important "other" consideration here concerns when to move the student from the intermediate to the Jr. High level; that being the move "upward" would well include as a prerequisite that the student in question is past puberty and into the adolescent stage.

3. An understanding of why a special curriculum must be formulated and of what it must consist.

   Traditional academics should be pursued as far as the students can reasonably comfortably learn, keeping the academic emphasis constantly oriented toward practical, student-life-style types of learning that the student can relate to already known situations in his life.

Concentrated work in social interactions, verbalization, direction following and giving, grooming, time consciousness, working with authority figures, and familiarizing with local area vocational possibilities can usually be more expensively treated in the special class than in the regular grade class.

"Mainstreaming" considered, including favorable approach to this procedure, plus some of the negative aspects of the idea when followed in ill-advised directions.

4. An understanding of the teacher's uniqueness.

Important here is the ability of the teacher to recognize the individuality of each student, to be diligent in formulating an individual curriculum for each separate student in the group, to be a diagnostician in the sense of testing for skills at whatever level the student can function and devising curricula to build upon those skills, to not accept the limiting potential implied by the attachment of a "label" to the special placement child, and to continuously use short-term goals in her work with the students.

A "cog" of major importance in the machinery of work-vocational placement programs is the work placement counselor, whose work is primarily concerned with locating sites in the working community where students may learn specific skills for specific vocations in a training program. The student placed in such situations would be learning from the employer, with the school work-vocational counselor being regularly available for consultation and guidance for the student, and for making the employer-trainer more aware of the student's particular strengths and weaknesses. An effective working relationship with a counselor from the department of vocational rehabilitation will bring to bear tremendous resources, all intended to assist the handicapped student to become a performing and able member of the adult society.

It has been verified that the majority of handicapped individuals who lose their jobs do so for reasons other than

ability to do the work necessary in their jobs. The payoff in working with handicapped students comes when these students can take a job and work regularly and successfully in it, getting along with their fellow workers and the boss well enough to remain in the job.

2. Dr. Ruth Diggs "Humanizing Education for the Handicapped"

It always bears repeating that a fruitless attempt to master the incomprehensible literary abstractions of the regular curriculum often produces dire consequences in the victims. Years of failure may have firmly established a habit and conviction of failure that may have undermined the pupil's confidence in himself. Deep-seated feeling of inadequacy and insecurity may have left the child with an insurmountable attitude of defeatism, a belief that he is a worthless creature who cannot do anything wortnwhile in the world and that he is doomed to ultimate failure no matter how hard he may try. As the result of such a feeling, he may refuse to put forth any effort and may rebel against attending school.

The special classes have at times been blamed for the development of poor self-concepts in children. Physical segregation, it is claimed, develops in handicapped learners an acute consciousness of being different, and confirms their feelings of inadequacy. This may happen, especially when the children do not belong in such classes and bitterly resent the enforced assignment. But the worst self-concepts have been engendered--not in the special classes--but in the regular grades because of the unequal competition, invidious comparisons, discrimination, and social isolation encountered there. Many of the children

entered the special classes after years of social segregation in the grades had made them morbidly conscious of their differences from others. But instead of such feelings being intensified by transfer to the special class, such feelings have often been resolved by the pervasive success psychology of those classes.

Poor self-concept was traced by Alfred Adler and was found in part to be due to organic inferiority or physical defectiveness. An organism incapable of performing its functions properly can doubtless engender feelings of inadequacy. However, it must be remembered that such feelings usually stem from psychic causes. Three of the more important causes are: (1) repeated failure of adjustment to the demands of the cultural environment, (2) invidious comparisons with bright school mates or siblings which often lead the child to believe that he is a dummy, and (3) the feeling of inferiority itself which may engender further convictions of inadequacy and doubt and thus intensify the victim's feelings of timidity, distrust, and insecurity. The child may react to the situation by doing nothing to overcome his shortcomings or to free himself from the psychic octopus which has him in its relentless grasp. Or, in an effort to evade a forthright facing of menacing issues, he may attempt to develop a substitute activity or some form of antisocial behavior to compensate for his lack.

One of the primary obligations of teachers and parents is to try to forestall the development of a poor self-concept because of the strangle hold it gets on many of its victims. This is shown by the autobiography on the tape by a capable young

woman, age 22, an elementary school teacher who became seclusive, ruminative, indifferent to scholastic success, and resigned to failure because of unfavorable comparisons at home and in school.

Dehumanizing factors in an educational program for the handicapped may be listed as follows:

1. Unjust, disheartening competition with their classmates which are frequently the source of poor self-concept, insecurity, and frustration. These in turn often produce emotional conflicts, breakdowns in adjustment, or compensatory maladjustments that may disfigure and handicap them for life.

2. Rejection which may sometimes be accompanied by jokes and gibes by their normal classmates because of their slowness or their unacceptable behavior, may engender in handicapped children attitudes of cynicism, sulkiness, obduracy, and defiance.

3. Neglect or educational mistreatment by teachers who do not understand them who have little insight into their peculiar limitations and needs because they have made no study of the education, psychology, sociology, and psychopathology of handicapped children.

Finally, let us look at the characteristics of a program designed to humanize education:

1. The environment will be genial and psychic tempered with mutual understanding, forbearance, helpfulness, and sympathy.

2. Handicapped children will receive encouragement, aid and recognition, and little contempt or ridicule from comrades.

3. Teachers will adapt the classroom environment and use techniques designed to stimulate the children to put forth their best efforts instead of being frustrated by the brilliant achievements of superior pupils with whom they can never hope to compete--no matter how hard they try.

4. Handicapped children will receive adequate and appropriate academic treatment from specially trained, patient, and sympathetic teachers who understand their limitations, take a personal interest in each child as an individual, make every child feel that he is an object of solicitude, and take pride in overcoming great difficulties. These teachers, of course, must have the knack of studying each

child clinically and of administering to the peculiar needs revealed by classroom observations and analyses.

5. Handicapped children will have a comprehensive program of activities and experiences adapted to their interests and needs in which they can achieve considerable success. Such a program would be designed to develop sensorimotor efficiency, learning readiness, and latent capacities. The program aims to mitigate or overcome educational defects and handicaps through diagnostic or remedial instruction and to develop desirable compensatory assets for disabilities that prove to be irremediable. It provides abundant opportunities and outlets in creative work and academic activities designed to develop initiative, resourcefulness, and creativeness. The program is vitally motivated and integrated through meaningful individual and group experiences and individual and group planning. The development of mental and emotional health, the prevention or correction of personality maladjustments, appropriate therapies, social understanding and integration, and the development of useful social attitudes and habits should be the basic ingredients of the curriculum. The child is taught academic skills of practical usefulness insofar as possible, but the emphasis on these skills should be to enhance the social and occupational efficiency at the highest level permitted by the child's potentialities.

3. Dr. David Pucel <u>"Individualized Instruction Package Development"</u>

This portion of the workshop dealt with five major topics: (1) why the educational community is being asked to individualize instruction, (2) why individualized instruction is of particular benefit to the handicapped and disadvantaged, (3) an overview of the process of individualizing a curriculum, (4) how to develop an individualized learning package, and (5) how to manage individualized instruction in the classroom. Major emphasis was given to topic number four concerning the development of packages and the other topics were discussed in order to put the packages in context.

Topic One highlighted the changing educational philosophy in this country which is beginning to emphasize the development of all human resources. Selective education of those easiest

to educate is becoming outmoded for current and future societal developments. This changing philosophy has led educators to look for alternatives to standard group centered instructional techniques. One such alternative is individualized instruction.

Topic Two dealt with the fact that handicapped and disadvantaged have even a wider range of learning problems than the typical student. The need for alternative instructional techniques and self paced instruction becomes magnified for these people which makes group centered instruction even less appropriate.

Topic Three dealt with an overview of individualized instruction systems design. Each portion of the design process were discussed to indicate what should be done prior to and after the development of a package. Factors such as task or content analysis, student population description, package evaluation and validation were discussed.

Most of the time was spent on topic four. Each member of the class selected a task around which to develop a class. That task was developed into a behavioral objective. The task was then detailed and intermediate performance objectives were developed. Learning steps were then developed for each intermediate performance objective and resources were specified.

Topic Five dealt with some techniques of managing individualized instruction in the classroom.

4. Mr. Steve Heatwole "Transcript of Presentation"

   a. Pretest: Ten true/false questions were given to be answered by each one of the Vocational Teachers.

b. Introduction: This included information contained in personal vita as viewed by Mrs. Heatwole and Steve.

1) Pre-injury
2) Accident and hospitalization
3) Adjustment by family, friends, and self
4) Training and reaction to class
5) Therapy
6) Employment
7) Social life

c. Demonstration of Equipment:

1) Typewriter and mouthstick
2) Adapted tape recorder
3) Ball bearing feeder

d. Slide Presentation:

1) Vertebral column
2) Causes of spinal cord injury
3) Complications of spinal cord injury
4) Pressure sores - prevention and treatment
5) Factors influencing life and death
6) Operation of electric wheelchair
7) Van and lift - controls and operation
8) Office equipment - special telephone, typewriter, etc.

e. Film: "Changes" (25 Min)

This film was made by a spinal cord injured individual showing the rehabilitation process of patients as they are involved in Craig Rehabilitation Hospital.

f. Question and Answer Session: An informal session where questions could be asked concerning anything on the previous material given.

g. Posttest: The same ten true/false questions were given again. After all questions had been answered, there was a comparison of test 1 and test 2. A discussion of each question followed.

E. Pretest-Posttest Results

1. General Information on Pretests

a. Number of pretests given (19)
b. Number of pretests completed (19)
c. Number of questions on the pretest (45)

2. General Information on Posttests

a. Number of posttests given (18)
b. Number of posttests completed (18)
c. Number of test items on posttest (45)

3. Pretest Results (Based on 100 possible points)

a. Range = 64-88
b. Mean = 77
c. Mode = 77
d. Median = 77

4. Posttest Results (Based on 100 possible points)

a. Range = 73-92
b. Mean = 86
c. Mode = 88
d. Median = 88

F. Pretest-Posttest Analysis

Test data were collected from 19 participants on the pretest. The mean score was 76. Also, test data were collected from 18 workshop participants on the posttest examination. The mean score was 88. A difference of +9 (gain score) was found to exist between the pretest-posttest observations.

No effort will be made to determine via statistical testing whether the pretest-posttest difference represents a statistically significant difference. It would appear from an eyeball scan of the magnitude of difference between the pretest mean and posttest mean that there is a noticeable and meaningful difference. While there are other rival plausible explanations that might confound the treatment effect (treatment effect being the two-week workshop) such as history (i.e., events occurring in the environment at the same time the workshop [or treatment] was taking place) or testing (i.e., effects of taking a pretest on the subsequent posttest performance of individuals) it is the belief here that the difference is not only statistically significant but even more important - it

is a meaningful difference.

The general design for the workshop best fits the one group pretest-posttest design as described below:

$$O_1 \; X \; O_2$$

Where: O_1 = Mean Performance on Pretest

X = Workshop or Treatment Variable

O_2 = Mean Performance on Posttest

Therefore: $O_1 = 77$] +9 difference
$O_2 = 86$

This difference appears large enough not to have been due to chance or other sources of bias. A t-test for related samples would show significance at the .001 α level.

The basic conclusion is that the workshop produced the change on the dependent variable or cognitive knowledge gained as measured by the posttest. In other words, the workshop would appear to have made the difference as evidenced by a higher cognitive or knowledge score on the posttest; or simply stated, the workshop increased participants' knowledge of the handicapped substantially.

TABLE 1

ANALYSIS OF WORKSHOP EVALUATION INSTRUMENT:
NUMBER OF PARTICIPANT RESPONSES RECEIVED
BY EACH ANSWER CATEGORY

STATEMENT	NUMBER OF PARTICIPANT RESPONSES RECEIVED BY EACH ANSWER CATEGORY				
	**5 SA	4 A	3 U	2 D	1 SD
1. * + The purposes of this workshop were clear to me.	6	11	1	1	0
2. - The objectives of this workshop were not realistic.	1	2	1	10	5
3. + Specific purposes made it easy to work efficiently.	2	11	4	2	0
4. + The participants accepted the purposes of this workshop.	6	8	5	0	0
5. - The objectives of this workshop were not the same as my objectives.	0	5	0	10	4
6. - I didn't learn anything new.	0	0	1	5	13
7. + The material presented was valuable.	12	7	0	0	0
8. - I could have learned as much by reading a book.	1	3	1	4	10
9. + Possible solutions to my problems were considered.	2	5	2	0	0
10. - The information presented was too elementary.	0	1	1	10	7
11. + The speakers really knew their subject.	2	15	0	2	0
12. - The discussion leaders were not well prepared.	0	1	1	11	6
13. + I was stimulated to think objectively about the topics presented.	2	11	3	3	0

TABLE 1 (Continued)

STATEMENT	NUMBER OF PARTICIPANT RESPONSES RECEIVED BY EACH ANSWER CATEGORY				
	**5 SA	4 A	3 U	2 D	1 SD
14. + New acquaintances were made which will help in my future work.	4	15	0	0	0
15. + We worked together as a group.	3	14	1	1	0
16. - We did not relate theory to practice.	0	1	2	11	5
17. + The sessions followed a logical pattern.	2	15	1	1	0
18. - The schedule was too fixed.	2	3	0	13	1
19. + The group discussions were excellent.	2	10	3	1	1
20. - There was very little time for informal conversation.	4	2	1	10	2
21. - I did not have an opportunity to express my ideas.	3	1	0	9	6
22. + I really felt a part of this group.	10	5	2	2	0
23. + My time was well spent.	9	6	1	3	0
24. + The program met my expectations.	5	10	0	2	2
25. - I have no guide for future action.	0	0	1	12	6
26. - Too much time was devoted to trivial matters.	2	0	2	11	4
27. - The information presented was too advanced.	0	1	0	14	4
28. - The content presented was not applicable to occupational programs.	2	0	0	12	5

TABLE 1 (Continued)

STATEMENT	NUMBER OF PARTICIPANT RESPONSES RECEIVED BY EACH ANSWER CATEGORY				
	**5 SA	4 A	3 U	2 D	1 SD
29. + Workshops of this nature should be offered again in future years.	12	6	1	0	0
30. - Workshops of this nature will contribute little to my work.	0	0	1	7	11
31. + The research findings presented were useful to me in my job.	3	12	3	1	0
32. - The references available to participants were not appropriate.	0	0	1	14	4

* + statement positive
\- statement negative

** 5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

An eyeball scan of Table 1 reveals that the workshop participants felt the purposes of the workshop were clear, realistic objectives were set for the workshop, they learned a great deal, the material presented was valuable, consultants and/or guest speakers were knowledgeable relative to the subject to be discussed, they came to function together as a group, theory was related to practice or "how to do it," their time was well spent, and that the workshop met their expectations. Additionally, all but two of the workshop participants disagreed with the statement, "The content presented was not applicable to occupational programs." This was a most interesting observation--primarily since the great concern in vocational or occupational programs for the handicapped is the applicability or appropriateness of content that meets their cognitive, affective and psychomotor needs; also, contents which minimizes their vocational handicaps and maximizes their relative learning strengths.

More than half of the workshop participants (only seven responded) were unsure as to whether possible solutions to their problems were encountered. A possible explanation for this response lies in the fact that many participants did not have that much experience in working with the handicapped and others simply were there to get better general understanding of the handicapped NOT to solve a particular problem; and, of course, a few may not have been quite sure as to what their problems are in working with the handicapped.

Finally, the workshop participants felt that they had a guide for future action in working with handicapped persons and that other workshops similar to this one should be made available to vocational personnel in the future.

TABLE 2

ATTITUDES OF WORKSHOP PARTICIPANTS
TOWARD SPECIAL NEEDS STUDENTS WITH SPECIAL
EMPHASIS ON EMPLOYABILITY

STATEMENT	RESPONSE		
	YES	NO	NA
1. Do you feel that program adaptations in your area are necessary to accommodate disadvantaged students?	14	5	0
2. Do you feel that program adaptations in your area are necessary to accommodate handicapped students?	13	5	1
3. Do you feel that a mentally handicapped student could profit from your program as it exists at present?	15	4	0
4. Do you feel that the expenditures necessary to modify regular programs to accommodate subnormal students are justified?	16	3	0
5. Do you feel that "changing" a person's behavior by allowing him "special favors" is moral?	11	4	4
6. Do you think students should be excused from school to work for reasons besides financial need?	18	0	1
7. As an employer, would you consider hiring a person with an IQ of 72 to be:			
a. a cashier in your business?	4	14	1
b. a janitor during the day? (supervised)	19	0	0
c. a janitor at night? (unsupervised)	16	3	0
d. a babysitter for your children?	13	2	4
e. a clerk in your store?	15	3	1
f. a dishwasher in your restaurant?	19	0	0
g. a delivery truck driver?	19	0	0

TABLE 2 (Continued)

STATEMENT	RESPONSE		
	YES	NO	NA
8. Do you feel that a class composed by both disadvantaged and middle class students can function effectively?	19	0	0
9. Is it unfair to mentally handicapped students to have to go to the same classes as normal students?	6	11	2
10. Is it unfair to normal students to have to go to the same classes as mentally handicapped students?	6	13	0
11. Do you feel that there are adequate sources of employment in your city to support a work-study program?	15	3	0
12. Does your school system have a work-study program?	12	6	1
13. If not, should it have one?	6	2	11
14. Do you feel that your system's vocational education program is meeting the needs of the community?	7	12	0

A cursory glance of Table 2 suggests that the workshop participants expressed several positive attitudes toward the handicapped in program modification to better serve the handicapped, and mainstreaming or integrating the handicapped into the regular vocational education class; also, they expressed positiveness (assuming they were employers) in hiring the handicapped in several single skill, repetitive, less complexed job areas.

I. Recommendations

The following were observations made by the workshop participants:

1. Allow more time for group planning sessions for workshop projects, preferably an earlier point in the workshop proceedings. Time should be given to be sure each workshop participant understands his role in the group process.

2. Have workshop participants in the various vocational areas trade ideas such as: for example, all shop teachers meet during the workshop and exchange projects and information that could be used by others.

3. A workshop introducing teachers to working with the handicapped should have a more positive emphasis on the handicapped. This workshop somewhat assumed from the beginning that the handicapped is going to be a "real problem." Only a few speakers actually indicated that it could be a rewarding experience.

4. Sponsor more field trips.

5. Have more indepth reports about the home programs (handicapped) of workshop participants.

6. Involve vocational guidance personnel in the future as possible consultants.

7. Consider the possibility of having more sessions dealing directly with a handicapped person. The session involving Steve Heatwole, a quadraplegic with the Rockingham National Bank was a great joy and a tremendous education.

8. Have more of the same in the future.

9. Workshops of this nature should be regionalized and brought to different areas of the state; also, try to identify and recruit more special education teachers as workshop participants.

10. In future workshops, specific area teachers/counselors should be grouped together to work out more specific solutions to the problems of working with the handicapped.

11. Consider as four possible topics for future workshops dealing with the handicapped:

"Getting Parents of the Handicapped Involved"
"Dealing with Teacher Attitudes"
"Community Colleges Responsibility Relative to the Handicapped"
"Responsibility of the High School or District Placement Officer (required for '76) With Regard to the Handicapped"

APPENDIX A

WORKSHOP NEWS RELEASES AND INFORMATION

June 6, 1975

For Further Information:
Mary Ann Johnson
(703) 951-6961

VIRGINIA TECH NEWS SERVICES
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, BLACKSBURG, VA. 24061 PH. (703) 951-5681

BLACKSBURG--Vocational education teachers from across the state will meet at Virginia Tech for a two-week workshop on teaching the handicapped, beginning Monday, June 16.

Meeting at Squires Student Center, the approximately 30 teachers expected will participate in sessions on: how to develop individualized learning packets; human relations; strategies for integrating the handicapped into the regular vocational class; and teaching vocational skills to the handicapped.

A group of consultants representing various aspects of work with the handicapped, will serve as the faculty for the workshop, N. Alan Sheppard, assistant professor of education, explained. Sheppard is the project director. Working with him is Linda S. Thorpe, Fishersville, a graduate student in education.

Consultants will include David J. Pucel, professor of vocational-technical education at the University of Minnesota, who will be at the workshop June 17-19.

Pucel, on the faculty at Minnesota since 1966, is a graduate of Stout State University and received his master's degree at the University of Minnesota.

His research has been involved in such topics as "Estimating the Human Resources for Research in Occupational Education in Minnesota;" "Vocational Maturity and Vocational Training," as well as heading a five-year vocational follow-up project for the Minnesota State Department of Vocational Education.

--more--

VIRGINIA TECH NEWS SERVICES
first add vocational-technical education

Other consultants will be Frank Bowles, head of the special education department, Radford College; Ruth Diggs, head of the special education department, Norfolk State College; Douglas Cox and Anthony Faina, Virginia State Department of Education; Margie Hanah, Virginia Employment Commission, Radford; Joe Schaefl, Regional Rehabilitation Continuing Education Program, Fishersville; and Maude Goldston, assistant state supervisor and coordinator of special services, division of vocational education, State Department of Education.

A special session will open the workshop, Monday, June 16, Sheppard described. Steve Heatwole, a computer programmer for the Rockingham National Bank, Harrisonburg, will talk on what it is like to by physically handicapped. Heatwole is a paraplegic.

In addition to the daily sessions, the teachers also will visit the Occupational School for the Handicapped in Roanoke as well as sheltered workshops and a camp for the mentally retarded.

The workshop, the second annual offered by Virginia Tech's College of Education, is partially funded by the Education Professions Development Act monies.

It is offered in answer to the needs the state's teachers have expressed to help them to deal with the handicapped and disturbed students in their classes, Sheppard explained.

In addition, the Vocational Education Act of 1963 and its 1968 amendments mandates special attention be given to handicapped and disturbed students.

The conference continues through Friday, June 27.

##B-219##

VIRGINIA TECH NEWS SERVICES
Blacksburg, Va. 24061
June 23, 1975

For Further Information:
Mary Ann Johnson
(703) 951-6961

BLACKSBURG--A special group of vocational education teachers from across the state are meeting at Virginia Tech June 16-27 for a workshop on teaching the handicapped.

They heard a talk by a paraplegic, as well as attended many sessions on such topics as developing individualized learning packets; human relations; strategies for integrating the handicapped into the regular class; and teaching vocational skills to the handicapped.

A group of consultants representing various aspects of the work served as faculty. N. Alan Sheppard, assistant professor of education at Tech is workshop director.

Participants, and their residence are: G. Henry Angle, STERLING; Lex Bruce, BLACKSBURG; H. G. Buchanan, RICHMOND; Brenda Carr, BLACKSBURG; Dorothy A. Gooch, DUBLIN; Anita Holman, NORFOLK; Lavinia B. Johnson, WAYNESBORO; Jerry D. Jones, PULASKI; Billie Jean Myers, ROANOKE.

Also, Lynda McGarry, BLACKSBURG; Joseph G. Merricks, DANVILLE; R. A. Munsey, ABINGDON; Stanley W. Nesselrodt, BERGTON; Jane E. Quesenberry, VIRGINIA BEACH; Mary M. Richardson, NORFOLK; S. A. Roudabush, RINER; Evelena Savage, NORFOLK.

Also, Mary Sigmod, ARLINGTON; Dollie Tarrant, NORFOLK; Bertha M. Wiley, BLACKSBURG; and Onolee B. Zwicke, ROANOKE.

##B-296##

Paralysis, Despair Aren't Unbeatable

By R. A. STREITMATTER
Times New River Bureau

BLACKSBURG — Five years ago, Steve Heatwole would not have believed that in 1975 he would lecture a class of graduate students here at Virginia Tech.

A high school junior who enjoyed working with his hands more than hitting the books, Heatwole was looking forward to a career on his father's turkey farm.

Then came Feb. 11, 1971, and physical education—Heatwole's favorite class. He took his place on the second row as fellow students spaced themselves on top of him to form a pyramid.

The pyramid collapsed.

Two vertebrae in Heatwole's neck were dislocated, and the youth was paralyzed from the shoulders down.

Slow but continuous progress led him to a productive life and this week brought him to Virginia Tech to talk with graduate students and teachers attending a workshop on vocational education for the handicapped.

A handsome, slender young man who maintains a gentle smile, Heatwole exhibits no sign of pain as he talks about the accident or initial reaction to his disability.

"It was hard at first 'cause I was really active in sports before the accident, and I used my hands more than my two brothers did—they were the studious ones and the bookish ones," the quadraplegic begins. "Laying there and seeing all the things I couldn't do—it was hard."

With help from tutors, Heatwole finished high school. But, then his progress hit a plateau.

"I became very depressed. I didn't want to really think about it. I wanted to block it all out," he recalls. "It was a very hard time for my family, my friends."

Then came another fateful day—a much more pleasant one this time—when Heatwole heard about a program being planned at Woodrow Wilson Rehabilitation Center in Fishersville. The program would train handicapped persons in work skills.

Heatwole was in the first class. A year later, he began work as a computer programmer for Rockingham National Bank in Harrisonburg.

Working from an office in his parents' Harrisonburg home, Heatwole writes programs for the bank and has a weekly visit from his boss. The 20-year-old and his mother also travel around the state demonstrating pieces of equipment he uses, showing slides about spinal cord injuries and distributing information about the rehabilitation center.

Heatwole uses a foot-long stick held in his mouth to type about 25 words per minute on his specially equipped electric typewriter. A similar stick allows him to operate a tape recorder as he is unable to take notes regarding his work.

Heatwole in Chair

He also operates his $1,500 electric wheelchair. "You don't realize how hard it is for a person in a wheelchair to get around," he told the 30 teachers from throughout Virginia. "Get in one some day and try it for a few minutes."

Like many of the 300,000 Americans with spinal cord injuries, Heatwole had a tracheotomy soon after his accident and he now must avoid respiratory infections.

Female quadraplegics are able to bear children, he said, but 95 to 98 per cent of male quadraplegics cannot have children.

If a paralyzed person remains in the same position too long, he develops severe sores where his body makes contact with the chair or bed, he said, and these pressure points are the major cause of death among quadraplegics.

Mrs. Heatwole turns her son twice each night and is proud to say he has never suffered from a pressure point.

Problems that previously seemed simple suddenly became complex because of the paralysis, Heatwole said. One of the first crises occurred when a fly landed on his nose.

Heatwole refused to call for help for such a simple problem. After gallons of perspiration and hours of frustration, he learned how to blow the irritating insect from his face.

Photos by Jim Wescott

Steve's Mother, Betty Heatwole, Helps in Demonstration

APPENDIX B

SAMPLE LEARNING GUIDES
FOR
INDIVIDUALIZED LEARNING PACKAGES

Individualized Learning Package
EDVT 4980

Brief Program Description - Course Title - Preparation for Employment
One Semester

The main purpose of this course is to prepare students who are in the School/Work Program of the Occupational Training Center to become familiar with business forms they will be required to complete as part of a new employment situation. The content is divided into two parts:

How to complete several different kinds of business forms,
and
How to look for a job, including preparation for an interview.

TERMINAL PERFORMANCE OBJECTIVE

Given an application blank, complete it neatly and without error.

Assumptions

That the students are:

1. mildly retarded
2. have a reading level of 2.5 years or better
3. can do both manuscript printing and cursive writing
4. have a social security number
5. are 16 years of age or older
6. are interested in part-time employment in a cafeteria or small merchandising store

Task Analysis

1. Understand what information is requested by the question on the form
2. Know social security number
3. Gather together information needed on references
4. Have necessary data on employment history
5. Answer every question
6. Have information on schools attended
7. Know date and place of birth
8. Know parents or guardians' names

Task

COMPLETE AN APPLICATION BLANK

Purpose

An employer first judges an applicant on the basis of his written application. If your application is not complete and neatly filled out you may not get a job offer.

Terminal Performance Objective

Given an application blank complete it neatly and with no errors.

Learning Steps	Resources
1. See job sheet number 1	1. Job sheet number 1 in back of folder
2. Listen to Cassette tape number 2 Title - Words on an Application	2. Cassette Tape number 2 on shelf in closet with spelling books
3. See job sheet number 2, References	3. Job sheet number 3 in back of folder
4. See job sheet number 3, Education and Employment	4. Job sheet number 4 in back of folder
5. See job sheet number 4	5. Teacher

JOB SHEET NUMBER ONE

LOOK AT ONE OF THE COMPLETED APPLICATIONS IN THE BACK OF THIS FOLDER. STUDY IT CAREFULLY AND CHECK OUT THE WORDS YOU RECOGNIZE AND THOSE YOU DON'T. WHEN YOU THINK YOU UNDERSTAND ALL THE QUESTIONS ON THE APPLICATION FORM , GO TO CASSETTE TAPE NO. 2 for pronounciation and definitions of words that gave you some trouble.

You can skip the tape if you know all the words on the form.

Cassette Tape No. 2 would have the following words on it, clearly pronounced, and then defined.

elementary school

graduate

years completed

U.S. Military Service

work experience

most recent first

direct supervisor

reason for leaving

employers

contact

salary

marital status

married

separated

divorced

dependents

relatives

occupation

physical data

weight

height

physical disabilities

vision

approximate

applicant

signature

resident

Job Sheet Number 2 REFERENCES

Read over the question on references carefully.

Do you have to give former employers only?

Are you permitted to use teachers and ministers, neighbors and friends?

After you answer these questions, then get the names and addresses of the people you have decided to use. Write them down on a separate sheet of paper. Keep them in your wallet or purse for ready reference.

BE SURE YOU HAVE THEIR NAMES SPELLED CORRECTLY.

BE SURE YOU HAVE CORRECT ADDRESSES AND PHONE NUMBERS.

References are usually always contacted and ask questions about your character, work habits, attendance, reliability and honesty.

Ask your parents to help you with this part of the application; or go to your teacher for some suggestions.

Job Sheet Number 3

EDUCATION AND EMPLOYMENT

If you have moved around from school to school, you may need to check out with your parents or your guidance counselor for dates, names and addresses of schools you have attended.

Look at the question on the application. Do they want you to start with your present school and work back?

If you have not yet graduated from high school put down the date you do expect to graduate. Usually an entry like this will do - example - 6/1976

For your employment record it is a good idea if you keep a card in your purse or wallet with all the places you have worked, with dates, salary, names of supervisors, addresses. You may forget a place of employment if you don't collect all this information and keep it in one place.

If you aren't sure about some of this information, you might have some pay stubs at home that will refresh your memory.

You may need to talk to your teacher about this also, if you run into trouble.

PLEASE NOTE: MOST APPLICATION FORMS WANT YOU TO START WITH YOUR PRESENT OR MOST RECENT JOB AND WORK BACK IN LISTING PLACES YOU HAVE WORKED.

Job Sheet Number 4

Select one of the applications in the folder and complete it. If you have any question about which blank to complete, check the kind of business that uses the application and select one that is closest to the kind of business where you will be job hunting.

LEARNING PACKAGE

MAKE A POT OF COFFEE

Developed by

Dorothy A. Gooch

Service Occupations
Girls Pre-Vocational
Pulaski County High School
Dublin, Virginia

EDVT 4980
June 16 to June 27 '75
Task "A" Due Date: 7/11/75

MAKE A POT OF COFFEE

I. Instructions

II. Student Objectives

III. Pre-test

IV. Learning Unit & Activities

V. Post-test

Hi, my name's Candy, the cheerful Cook! Just follow these pages one, two, three and make a cup of coffee for you and me!

I. Instructions for Making a Pot of Coffee

The steps to follow in completing this unit are:

a. Take the Pre-test.

b. Read Purpose and Objectives.

c. Study the Learning Unit for Making a Pot of Coffee.

d. Take the Post-test.

e. Evaluate your procedures for Making a Pot of Coffee.

II. STUDENT OBJECTIVES

A. Objective: Upon completion of this Learning Activity, you will be able to determine if you can make a good pot of coffee.

B. Purpose: The purpose of this Learning Activity Package is for you to be able to determine if you can brew a good pot of coffee. This will save a lot of time, since coffee is usually a part of every meal served and your ability to make coffee is therefore very important in the field of cooking.

III. PRE-TEST

This Pre-Test will help you to determine if you know how to make a good pot of coffee.

A. Directions for taking the Pre-Test:

1) obtain the following materials and tools-
   a) Handout directions
   b) coffeepot
   c) coffee
   d) water
   e) measuring scoop

2) report to designated area with materials above.

3) follow directions on Handout sheet and procede to make a pot of coffee.

4) evaluate your ability by following the Pre-Test Key below.

B. Pre-Test Key:

Determine if you have made a good pot of coffee by following the steps listed below:

Step 1. Select a cup and saucer and pour brewed coffee into cup.

Step 2. Add sugar and/or cream to taste.

Step 3. Before adding sugar or cream, coffee should be deep dark amber in color.

Step 4. Coffee should be served HOT.

Step 5. Coffee should have a deep, rich flavor.

OBJECTIVE WORKSHEET IV ACTIVITIES

Terminal Performance Objective

1. Given:
   - Coffee Pot (non-elec.)
   - Ground coffee
   - measuring scoop
   - water
   - heating unit (hot plate, stove, etc.)
   - cups and saucers
   - teaspoons
   - napkins
   - sugar and cream

2. Performance: Make a pot of coffee

3. Standard:
   a) coffee should be a deep, dark amber color
   b) coffee should be HOT when served
   c) coffee should be free of "grounds" when poured into cups
   d) coffee should have a deep, rich flavor when tasted

Task Details	Intermediate Perf. Obj.
. Report to designated area.	
. Go to storage area and get all materials listed above under Given.	
. Select coffee pot and first remove inside "stem" and "basket", lay these aside.	
. Fill coffee pot with cold water.	
. Replace "stem & basket" into pot.	
. With measuring scoop, ladle ground coffee into "basket".	6. Review Page No. 16 in "Easy Recipes for Hot & Cold Beverages". Re-read directions for correct amounts of ground coffee for amounts of water.
. Replace top to coffee pot.	
. Place coffee pot onto stove eye.	
. Turn stove eye on "high".	9. Review class handout, "Electric Stoves and Safety." Also NOTE sign above stove, "DANGER" Stove eyes when HOT, BURN!
. Lower heat to medium when perking starts. Perk coffee allotted time.	
. Remove coffee pot from stove and serve.	10. Review Page No. 16 in "Easy Recipes for Hot & Cold Beverages" for correct length of time to perk coffee.

MAKING A POT OF HOT COFFEE Instructor: D. Pucel

INTERMEDIATE PERFORMANCE OBJECTIVE

LEARNING STEPS	RESOURCES
1. Watch demonstration shown on film for correct method for brewing coffee.	1. 16mm film - "Coffee Making Made Easy" 20 min. color film.
2. Read classroom handout on safety while using an electric stove.	2. Handout, "Electric Stoves and Safety".
3. Read Page 16 of classroom receipe book.	3. Receipe book, "Easy Receipes for Hot and Cold Beverages".
4. Watch actual classroom demonstration for making a good pot of coffee.	4. Instructor's demonstration.
5. Practice serving coffee using empty cups and saucers.	5. Coffee pot, utensils, cups & saucers.
6. Watch film showing proper manner in which to serve beverages in the restaurant and home.	6. "Proper Serving of Beverages in the Restaurant and Home". 16 mm Color 30 min.
7. Brew coffee per instructions and prepare to serve.	
8. Get Instructor and classmates and serve them coffee.	8. Instructor and classmates (for standards test).

V. POST-TEST

This post-test will help you to determine if you know how to make a good pot of coffee.

A. Did you follow all the directions correctly and in sequence listed under "A" on the Pre-Test?

B. If your answer is "yes" then you are ready for the next questions listed below. If your answer is "no", stop here and go back to the beginning of this Learning Package and start over.

C. If your answer was "yes" to question "B" above, then you are ready for the next question, was your coffee HOT when served?

D. Did your coffee have a dark, deep amber color to it? If your answer is "yes", procede to next question. If your answer is "no", re-read Page 16 of your classroom receipe book "Easy Receipes for Hot & Cold Beverages." Note especially the time allotted for perking coffee.

E. Did your coffee have a deep, rich flavor? If your answer is "yes", you have made a good cup of coffee - congratulations!!! If your answer is "no", well-better luck next time, and re-read Page 16 of your classroom receipe book "Easy Receipes for Hot & Cold Beverages and also go back to the beginning of this Learning Package and start over.

F. Don't forget to cleanup your work area and put away all equipment properly. You are graded on cleaning up as well as cooking properly.

APPENDIX C

SAMPLE STUDENT EVALUATIONS OF
READING ASSIGNMENTS FROM WORKSHOP II

BY:

Mary Sigmond
Anita Holman
Billy Mayes

Public Education in Virginia
October 2, 1974

"Vocational Education for the Handicapped"
By: Warren H. Widmyer

I. Author's Theme:

Like many school systems in the state of Virginia, Orange County School System offered very little in the way of vocational education for high school students. The school curriculum was designed for college preparation - "only."

With the passage in 1965 of ESEA school systems began to plan for children with various learning handicaps. Orange County provided special classes for the first time.

II. Key Points:

1. Orange County established 19 special education classes designed to improve academic achievement and advance social skills in elementary-age children.
2. Knowledge of reading or math was necessary, therefore, the children were failing so a building trades class was established for students to work and study with their peers without competition from the academically talented students.
3. Training was provided in masonry, metal working, woodworking, etc.
4. The program expanded, most recently, including both commercial sewing and cooking which were designed to provide training for future employment in retail stores and factories.
5. Approximately one third of the 60 students enrolled in the special classes secured study-related employment.

6. With additional federal funds special teachers were employed to help classroom instructors and work with handicapped students to assist them academically as well as vocationally.
7. A close working relationship with various public and private interests in the area gave students a chance to put their vocational training to use.

III. Evaluation:

If given the proper guidance and classroom assistance the handicapped can find career opportunities and "feel brand new" for a brighter tomorrow.

I recommend the article for reading by others in my field.

Panitz, Adolf; "T & I for the Handicapped: You've Got To Be Kidding", American Vocational Journal, 50:2: 78-83, February 1975.

Author's Theme

James Pellegrino, Professor of Vocational Education at the University of Pittsburgh, challenged a panel of four reactors on the topic of vocational education for the handicapped. Dr. Pellegrino's theme was that vocational education did not give meaningful support to the handicapped until after passage of the Vocational Education Amendments in 1968, when the federal government specified that a portion of the total vocational budget had to be spent on programs for the handicapped. His reasons for this reluctance are as follows:
1. By law and tradition vocational education was either prohibited or discouraged from placing handicapped students in shop areas
2. Vocational teachers themselves are reluctant to accept handicapped students because of their lack of preparation to teach them
3. Few vocational teachers get involved in special education and conversely.

Since 1968 this has changed and we now need a two-pronged approach to improve teacher training, and in-service to promote vocational education and special education teachers to cross their speciality lines. This will result in the more effective delivery of vocational programs to special education students. He also pointed out that categorical funding of vocational educational programs will continue because there is national support for it.

Key Points

I will list the responses by each of the four reactors.

1. Joseph Comi, Special Educator, College level: He feels that teacher certification requirements are partially responsible for the barriers between vocational education and special education. Special Education teachers have done little to dispel the stereotype of the non-productive, low functioning handicapped and have failed to advertise the excellent work records of handicapped persons in competitive jobs. Together these two groups of educators should develop programs to educate handicapped students to their maximum potential.

2. Paul Mente, Machine Shop Instructor: In the six years that have elapsed since the handicapped were included in the vocational education legislation, we find little real progress in training them. Industry is still apathetic about the subject; vocational educators do not possess the expertise and commitment to understand the unique personal, social and educational problems of the handicapped; most handicapped persons are not self-supporting, with many of them dependent on public assistance or their families. In view of this stagnant situation, he urged vocational education teachers to move toward constructive solutions.

3. Hester Munden, Chief of Vocational Services in Pennsylvania: The intent of the Vocational Education Amendments of 1968 was not to open vocational education shops to every handicapped student. Handicapped students should be served in vocational programs in one of the following ways:
   A. Enrolled in vocational program with special services provided as adjunct;
   B. Regular vocational programs be modified;
   C. Special programs of vocational instruction be provided solely for handicapped students.

She cited projects and statistics from Pennsylvania that demonstrated that the her state has made real progress in the area of vocational programs for the handicapped.

Lloyd Brown, Director of Vocational Cooperative in Indiana. He agreed that there needed to be an improvement in the delivery of services of vocational training to the handicapped. But he cautioned vocational educators not to abandon their traditional training programs that have sustained vocational education for the past 60 years. He defended the lack of cooperation between vocational education and special education on the grounds that vocational programs were originally established to serve the needs of business and industry. He agrees that handicapped persons should have access to vocational programs where there is a reasonable chance for success, but felt that dual standards relative to program objectives and selection criteria must be avoided.

Evaluation

I recommend this article to both special and vocational educators. It summarizes so well the continuing dialogue that goes on in the public schools between these two groups. At the same time it offers some constructive, realistic direction for both groups to follow to improve the situation. A workshop such as the one I am currently enrolled in is also a great vehicle to bring these two group of educators together for effective planning.

I personally believe that with continuing federal support we will eventually develop a system that satisfies both groups and is also beneficial to the consumer, the handicapped person. However, if federal funding is curtailed at this particular time I believe that local school divisions will fall back to their previous positions and the handicapped students would be the ultimate losers.

M. Sigmond
EDVT 4980
6/24/76

"New Horizons for the Mentally Handicapped" by Louise Durbin in Children Today, January-February, 1973, pp. 17-21.

Preface

At the Melwood Horticultural Training Center in Maryland, plants are the by-product. The most important things that grow here are the self-reliance, sense of responsibility and job skills that are being nurtured in the mentally retarded trainees. This article outlines the opportunities that this type of vocational training provides.

Key Concepts

- Horticultural work can be carried on at a slow pace and has therapeutic benefits or working with one's hands.
- Trainees earn while they learn: make corsages and door decorations for sale, make change in florist shop, grounds maintenance and landscaping.
- Educational and recreational programs are also provided so as to help trainees develop into self-supporting adults with social and recreational activities they can enjoy.
- Job placement after training is extensive.

Summary

Any vocational teacher should find this article enlightening. It not only suggests ways through which vocational and academic training can complement each other, but emits an infectious enthusiasm on the part of teachers and students alike. The author explains how the idea of the center was conceived, how it operates, how it is funded and some of the deficiencies in the program. Its story-like organization makes for interesting reading.

The Journal for Special Educators of the Mentally Retarded
1975

"A Review of the Research Concerning Mainstreaming"
By: Ronald E. Childs

I. Author's Theme:

Mainstreaming, the alternative to inclusion in self-contained classes, has been described as integration, deinstitulionalization, nonlabeling and declassification (Dailey, 1974) and has become quite controversy. Some people have supported the inclusion of children in self-contained classes, while others support mainstreaming.

II. Key Points:

1. Rebecca Dailey, in a survey found that the largest controversy in Education today is mainstreaming and preventing mainstreaming.
2. Johnson and Kirk conducted some research in the early years of special education and found that mentally handicapped children were segregated in the regular grades.
3. Dunn, in 1968, pointed out that the guilt of special educators in imposing special class placement on mildly retarded children, especially minority children of low socio-economic background, thus, the controversy of labeling children by placement in an identified self contained classroom has focused primarily on special class placement for borderline retarded children with IQ's between 70-85.
4. Blatt pointed out that no supportable evidence of advantages of special classes for this type child has been established.

5. Walker found that the resource room could be used to educate mentally retarded children, which gives weight to the belief that mainstreaming does work.
6. Occupational adjustment and employment is an objective of classes for the mentally retarded. Porter and Millozzo (1958) found that 77% of the mentally retarded students from special classes were employed versus 17% of the others. The 1971 Study of Chaffin, Spellman, Regan & Davidson found 94% of the work study students versus 75% of the non work study students were employed.
7. MacMillan pointed out that administrative arrangements are neither good nor bad. He supports special classes for certain students.

III. Evaluation:

The author provided adequate support to the views expressed.

I would recommend the articles to others in my field to read because it was especially brought out that if special children are mainstreamed, regular class room teachers must be trained to handle this inclusion of exceptional children.

Today's Education
1974

"Mainstreaming The Handicapped"
By: Myron Brenton

I. Author's Theme:

Current trends, triggered by a variety of social forces, suggest that many, if not most, handicapped children will no longer remain segregated in special classes. Instead they will attend school in regular classrooms.

II. Key Points:

1. The Council for Exceptional Children estimates that there are presently about seven million handicapped pre-school-age and school age children in the United States.
2. Some 40 percent of all handicapped children receive special schooling -- either in segregated educational facilities or in regular public schools. A very small number are in private schools.
3. Nearly every state has provisions for reimbursing local school districts at least to some extent for the extra amount it costs to educate a handicapped child. Mainstreamed children receive no more than the normal children.
4. Mainstreaming doesn't simply mean transferring handicapped children to the regular classroom. It means identifying the individual physical and academic needs of handicapped students; assessing their readiness for integration on either a part-time or full-time basis; preparing the mainstream schools for the student's entry; and providing all the backup services required, including resource teachers and facilities.

5. Proponents of mainstreaming offer the following major rationales for its adoption:

    a. Handicapped children do a better job of achieving, both academically and socially, when their isolation ends.

    b. A regular school setting does a better job than a segregated setting of helping handicapped children adjust to and cope with the real world when they grow up.

    c. Exposure to handicapped children will help normal children understand individual differences in people; it will also help to diminish the stereotyping of the handicapped.

6. Overcrowding of regular classes will be a problem with mainstreaming.

7. Regular classroom teachers must be trained to work with the handicapped.

8. Some parents, as well as some others, dislike the concept of mainstreaming.

III. Evaluation:

I suggest that teachers in my area read this article. The author has done an excellent job of defining mainstreaming and explaining the various problems, dangers, and inadequacies connected with the education of handicapped children in the regular classroom. This is where we are going and we might as well begin to prepare ourselves.

American Vocational Journal
1972

"VTR System Helps Teachers of Mentally Retarded Students"

I. Author's Theme:

A video tape recording system is helping teach mentally retarded children enrolled at George Mason Center, Arlington, Va.

Teachers of Homemaking and Physical Education serve as camera-people. The system allows students and their parents to see their performance in many facets of school life.

II. Key Points:

1. The video tape may become a permanent record. It may also be erased and used again.
2. The retarded children show increased sense of self worth when he sees himself on the screen.
3. "Before" and "after" record. made on tape may be used to measure each child's progress and retention.
4. Learning is reinforced when the child views his own taped performance.
5. Understanding is increased between parents, teachers, and students when the tape is used in discussing student progress or weaknesses.

III. Evaluation:

I agree that this is a valuable resource. I have used it in my classroom. Our school does not own one, but teachers can use it on a "bell" loan basis when the library can borrow it from the central library. (usually about two weeks out of a year).

Teaching Exceptional Children
Summer, 1974

"A Community Involvement Program for the Trainable Adolescent."
By: Martha Bordwell

. Author's Theme:

The purpose of the program was to involve trainable adolescent students in their community. This would enable them to partake of the available resources and to follow the community's acceptable social rules.

. Key Points:

Development of specific behavioral objectives aided in the teaching and assessment of the following skills:

1. personal appearance
2. bus behavior
3. street behavior
4. behavior in public facilities
5. safety behavior

. Evaluation:

The author did an excellent piece of work in supplying designated goals and objectives for community involvement of the mentally retarded and ways in which each goal and objective was implemented.

I recommend the article to anyone teaching the mentally retarded because it gave practical and realistic ways to reinforce "community involvement skills and behavior" teachers are trying to teach in the classroom. Students are much more responsive when faced with the practical application of these skills within the community.

School and Community
December, 1974

"How Many Unidentified Hearing Impaired Students Are In Your Classroom?"
By: William H. Wells

I. Author's Theme:

All too often children enter school with an unrecognized hearing-impaired handicap. He then may be labeled lazy, inattentive, mentally retarded, brain damaged, a behavior problem or an underachiever.

The child may not himself recognize his loss of hearing so the alert teacher must observe for and identify the problem.

II. Key Points:

A student may have a hearing handicap if he:

1. Has poor rhythm of speech, poor speech articulation and has a monotone voice quality.
2. Exhibits unusual posturing in order to present his best ear to the teacher when he is speaking.
3. Has an excessively loud voice.
4. Constantly misses school announcements while he is busy with other tasks, or does not hear a surprise warning or command.
5. Does not obey instructions when his back is to the teacher and consistently misunderstands instructions or asks for them to be repeated.
6. Has numerous colds, sore throats or earaches.

7. One possible reason many hearing-handicapped children are not identified is that their problem is not visible.
8. Once the teacher has observed the problem, the best way to get help is to get in touch with the guidance counselor or principal. They in turn will secure professional help.

III. Evaluation:

I rate the article as being good and suggest that other teachers read it also. The information was presented in a logical sequence and offers a wide range of characteristics that are usable for teachers to discover hearing disorders in a classroom.

APPENDIX D

DESCRIPTION OF HANDICAPPED PERSONS

HANDICAPPED PERSONS

Handicapped Persons - Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require a modified vocational or consumer and homemaking education program.

A MORE DESCRIPTIVE LIST OF CONDITIONS AND CHARACTERISTICS OF HANDICAPPED INDIVIDUALS

*PHYSICAL

Speech

- Do not speak distinctly and lack sufficient volume to be heard
- Try hard, but no sound comes out
- Blink their eyes excessively or engage in other bodily motions while talking
- Lisp
- Omit sounds from words, add to words, distort words and substitute one letter for another

Hearing

- Seem inattentive consistently
- Have difficulty in locating sound direction
- Show repeated inability to hear in a group
- Frequently fail to respond to questions
- Ask to have words or sentences repeated
- Have an unusually loud or weak voice
- Withdraw from the group
- Complain of buzzing or ringing in the ears
- Have poor articulation

Visual

- Rub their eyes excessively, frown and attempt to brush away blurs
- Blink frequently and may become irritable when doing close work

- Have crossed eyes
- Stumble or trip over small objects
- Are unable to participate in games requiring distance vision
- Write erratically
- Complain of dizziness, headaches, or nausea following close eye work

Crippling

- Have poor coordination
- Walk awkardly or with a limp
- Move in a jerky or shaky fashion
- Show sign of pain during exercise
- Have defects which interfere with normal functioning of the bones, muscles or joints

(A few of the more common crippling conditions are: cerabral palsy, infantile paralysis, arthritis, bone and joint disease)

Other Health Handicaps

- Are easily fatigued
- Are excessively restless and are overactive
- Are unusually breathless after exercise
- Complain of chest pains after physical exertion
- Are subjects to frequent colds
- Are extremely inattentive
- Are excessively hungry or thirsty

(A few of the more usual health problems are: rheumatic fever, organic heart disease, epilepsy, diabetes, asthma and nutritional deficiencies)

*MENTAL

1. Is exceptionally talented (meets one or more criteria)

   a. IQ - 120 or higher

   b. Majority of marks A and B in related subjects

   c. Upper one-half of local norms determined by chronological age and standardized test scores

   d. Average in all areas of education when compared to other students

2. Has sub-average general intellectual functioning with impairment in one or more of the following aspects of adaptive behavior:- (EMR)

   _____ maturation _____ learning _____ social adjustment

*EMOTIONAL

1. Often reacts unacceptably to life situations
2. Exhibits nervous mannerisms (crying, nail-biting, etc.)
3. Is over-anxious to get approval of others
4. Shows marked degree of fear, apprehension and is easily hurt
5. Is moody, depressed, suspicious, and seclusive
6. Appears more unhappy than most children

APPENDIX E

SOLICITATION LETTER

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

April 29, 1975

The attached letter, announcing the second annual workshop for vocational teachers of the handicapped to be held at VPI & SU on June 16-27, and workshop pre-registration form was sent to local directors of vocational education and to vocational teachers of the handicapped.

Many pre-registration forms have been received and stipends will be awarded shortly to approximately 20 vocational teachers of the handicapped who are participating in the workshop.

As a special feature of this two-week workshop, Dr. Dave Pucel, Professor of Industrial Education, University of Minnesota, will hold a three-day instructional session on the technical aspects of developing individualized learning packages.

Because we feel it important for vocational teachers of the handicapped to know how to develop individualized learning packages in order to meet the needs of each student in the classroom, we trust that you will encourage vocational teachers working with the handicapped in your respective school division to participate in what we feel will be a most rewarding experience.

Sincerely yours,

Dr. N. Alan Sheppard
Assistant Professor

Attachments

cc: Dr. D. A. Adams
Ms. Maude P. Goldston
Mr. George Orr

MEMO TO: Vocational Teachers teaching and/or making plans for teaching the handicapped

FROM: N. Alan Sheppard, Assistant Professor
Vocational and Technical Education
VPI & SU
2125C Derring Hall
Blacksburg, Virginia 24061

DATE: February 27, 1975

RE: SECOND ANNUAL WORKSHOP FOR VOCATIONAL TEACHERS OF THE HANDICAPPED

The Division of Vocational & Technical Education will sponsor its second annual workshop for vocational teachers of the handicapped June 16-27, 1975. The workshop will be offered as EDVT 498 (Special Study) from 1:30 - 4:30 p.m., Monday - Friday. It will be available to both undergraduate and graduate level students. The course credit allowed is three (3) credit hours.

The workshop will be conducted on the campus of VPI & SU. It will include lecture-discussions, small group work, media presentations, and field trips. In addition, recognized consultants in the fields of vocational-technical and exceptional education will conduct the workshop sessions.

There are a limited number of E. P. D. A. stipends available which will be awarded to vocational teachers to participate in the workshop on the basis of interest in working with handicapped students, critical teaching need (facing great difficulty in teaching the handicapped), recommendations from immediate supervisors, and other such related criteria. Let me repeat, there are only about twenty stipends available; however, the workshop is designed for 32 vocational teachers. Obviously, this means that we will not be able to grant stipends to all the workshop participants. The amount of the stipend will be eighty-dollars ($80.00)--sixty dollars to defray the cost of enrolling in the workshop and twenty dollars ($20) to help defray travel expenses to and from VPI & SU.

We will endeavor to seek what possibilities exist for securing sixteen more stipends; however, we cannot guarantee this source will be found.

The focus of the workshop is on the physically and mentally handicapped including such concerns as integrating the handicapped into the regular vocational education classroom, developing and/or modifying instructional materials for the handicapped, strategies for assessing the vocational potential of the handicapped, et. al., are among the topics that will be covered during the workshop.

If you would like to take advantage of this opportunity, please complete the enclosed form and promptly return it to me.

cc: Dr. D. A. Adams
Ms. Maude P. Goldston
Mr. George Orr

APPENDIX F

LIST OF WORKSHOP PARTICIPANTS

WORKSHOP PARTICIPANTS
(Summer, 1975)

Name	Home Address and Telephone	Teaching Area
Angle, G. Henry	305 W. Church Road Sterling, VA 22170 (703) 430-9560	Program Specialist for Mildly Retarded
Bruce, Lex	200 Jefferson St., Apt. D Blacksburg, VA 24060 (703) 951-2643	Industrial Arts
Buchanan, H. G.	4008 Cary St. Rd. Richmond, VA (804) 355-5091	Vocational Industrial Education
Carr, Brenda	902 Ascot Lane Blacksburg, VA 24060 (703) 951-7654	Agriculture Production
Gooch, Dorothy A.	Rt. 2, Black Hollow Road Dublin, VA 24084	Girls Pre-Vocational Service Occupations
Holman, Anita	2818 Myrtle Avenue Norfolk, VA (804) 623-4189	Home Economics Education
Johnson, Lavinia B.	86 Summercrest Waynesboro, VA	Food Service
Jones, Jerry D.	613 Greenview Court Pulaski, VA (703) 980-2930	Bag. Prevocation Bld. Maint.
Mayes, Billie Jean	161 Lee Avenue, N.E. Roanoke, VA 24012 (703) 563-1751	Pre-vocational Home Economics
McGarry, Lynda	611 Clay Street, Apt. 12 Blacksburg, VA 24060 (703) 951-4536	Business Education
Merricks, Joseph G.	208 Slaughter Avenue Danville, VA 24541 (804) 799-3066	General Maintenance and Repair

Name	Home Address and Telephone	Teaching Area
Munsey, R. A.	Rt. 2 Abingdon, VA (703) 628-7308	Explanatory Agri.in High School
Nesselrodt, Stanley W.	Bergton, VA 852-3316	Industrial Education
Quesenberry, Jane E.	4468 Lookout Road Virginia Beach, VA 23455 (804) 464-9110	Typewriting I Stenography I
Richardson, Mary M.	881 Widgeon Road Norfolk, VA 23513 (804) 853-1283	Office Services I, II, III - Typewriting I
Roudabush, S. A.	Riner, VA (703) 382-4686	Voc. Math and Science (Ag. Ed.)
Savage, Evelena	292 W. Bay Ave. #H-202 Norfolk, VA 23503 (804) 583-0791	Elementary Homemaking
Sigmond, Mary	3800 N. Fairfax Dr. Apt. 1306 Arlington, VA 22203 (703) 528-1530	Special Ed.
Tarrant, Dollie	6131 Powhatan Ave. Norfolk, VA 23508 (804) 423-3984	Data Processing (programming)
Wiley, Bertha M.	206 Givens Lane Blacksburg, VA 24060 (703) 552-4227	Home Economics
Zwicke, Onolee B.	3209 Forest Hill Ave. NW Roanoke, VA 24012 (703) 362-3079	Elementary Counseling

APPENDIX G

PRETEST - POSTTEST MEASURE

(The posttest was a repeat of the pretest with the exception of eighteen added items)

EDVT 4980--Pretest-Posttest

INSERVICE WORKSHOP FOR VOCATIONAL
TEACHERS OF THE HANDICAPPED

Sex: M_____ F_____ Soc. Sec. No._____

Vocational Area: _____

Number of years taught: _____

Number of years you have taught the handicapped _____

Presently teaching in a program for the handicapped? Yes ___ No _____
If yes, what vocational area? _____

Teaching Level: Please check the levels on which you have taught and indicate how many years you have taught on each level.

Level		No. of years taught
Elementary	_____	_____
Junior High	_____	_____
Secondary	_____	_____
Post Secondary	_____	_____

Instructions: If the statement is True, place a T in the space provided; if the statement is False, place a F in the space provided.

_____1. Handicapped people have always enjoyed a community aware of their needs.

_____2. Spartans held handicapped people in high esteem, particularly epileptics, feeling that they had special gifts from the gods.

_____3. Teacher acceptance is crucial to good classroom acceptance by students of handicapped students.

_____4. Cummulative records are an invaluable source of information that will help the teacher evaluate and place handicapped students.

_____5. Whenever there is some problem in class, the teacher should first consult the school psychologist.

_____6. Social histories may have important value in understanding handicapped students behavior.

_____7. I. Q. is important and should always be considered when placement is to be considered.

_____8. School counselors should be a good resource for helping the handicapped contact resources to help them find vocational assistance.

_____9. Curriculum does not need to be changed usually, but some teaching techniques may need to be changed.

_____10. Teachers do not know about all disabilities in a strict medical sense but some awareness is essential.

_____11. The primary humanizing agency for the education of all children "handicapped" or "nonhandicapped" should be the public school.

_____12. The best place to begin the humanizing process in education of any child is his own home, if adequate.

_____13. The humanizing process includes the following components: awareness, acceptance, and advocacy.

_____14. All programs of individual adjustment for handicapped children must take due account of the individual differences that exist in all types of traits at all levels of ability if it is to be truly humanizing.

_____15. Poor self-concept never develops as a result of organic inferiority.

_____16. Special classes have at times been blamed for development of poor self-concepts in children.

_____17. It is said that physical segregation develops in handicapped learners an acute consciousness of being different; however, this is not true.

_____18. The worse self-concepts have been engendered--not in special classes, but in regular grades.

_____19. Informal and formal testing procedures should be used for better educational placement, but not for better educational and vocational guidance.

_____20. A good program designed to humanize education for the handicapped includes the parent.

_____21. Vocational Rehabilitation in Virginia evolved from a Virginia statute about 55 years ago and was supported later in that same year by federal provisions.

_____22. Work-study programs in Virginia schools, which included the handicapped, began formally during the early 1960s.

_____23. Handicapped children in work-study programs may be carried on school rolls without any attendance at all in school.

_____24. Handicapped workers in industry have been found to be more reliable and satisfactory employees than are normal ability employees.

_____25. One of the basic approaches in teaching the handicapped is repetetion in instruction and performance.

_____26. The majority of handicapped who lose their jobs do so for reasons other than work performance.

_____27. The development of a "can-do", positive self image is a more critical point for the future well being of the handicapped than it is for normal persons.

_____28. Vocational training for the handicapped is totally within the realm of the public schools.

_____29. Teachers of vocational skills to the handicapped should always be employees of schools and/or departments of vocational education.

_____30. Of the skills taught to the handicapped, probably the single most important one is skill in getting along with other people.

_____31. A quadriplegic is a person who is paralyzed from the waist down due to any type of spinal cord damage.

_____32. A paraplegic is a person who is paralyzed from the waist down due to any type of spinal cord damage.

_____33. A quadriplegic can be a person born with a disease that results in paralysis from the neck down.

_____34. The major cause of guadriplegia and paraplegia comes from gunshot wounds.

_____35. If the cord damaged victim can be treated within a few hours after injury, there will always be a full recovery.

_____36. Most guadriplegics can use their arms to push their own wheelchairs.

_____37. It is possible for a guadriplegic to drive an automobile.

_____38. Pressure sores or bed sores are a major cause of death to the cord injured person.

_____39. A quadriplegic woman cannot bear children.

_____40. Architectural barriers play a major role in confining many wheelchair bound persons to their homes.

_____41. Surveys show handicapped workers placed on jobs for which they are fitted, have as good or better safety records than the so-called able-bodied.

_____42. Handicapped job seekers are those whose abilities are based on the framework of their impairments. In all other respects there is no essential difference between them and other job applicants.

_____43. Persons with the same type of handicap have the same abilities.

_____44. Workmen's Compensation and other employee insurance coverage is greatly up-rated or not available when hiring handicapped employees.

_____45. Studies show that handicapped persons are absent from their jobs more often than non-handicapped individuals.

APPENDIX H

WORKSHOP EVALUATION SCALE

EDVT 498 - SPECIAL STUDY

Workshop Evaluation Scale

(Place an 'x' in the appropriate blank space below.)

Sex: M _____ F _____

Teaching Level: Elementary __ Secondary ___ Post Secondary (Technical school, community colleges etc.) ___

Vocational Area: _____ (Please identify. Also indicate non-vocational area if appropriate)

Number of Years Taught _____ (Please indicate)

Number of Years Teaching Handicapped Students: _____ (Please indicate)

Part I - Directions

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. You are offered five possible answers to each statement. The undecided answer should be circled only when you have no opinion. Circle one number following each statement. Please answer all statements.

Example:	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Vocational teacher education programs need to improve the competency of teachers in working with handicapped students.	5	(4)	3	2	1

This person feels in no uncertain terms that vocational teacher education programs are inadequate in preparing teachers to function with handicapped students.

Statements	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The purposes of this workshop were clear to me.	5	4	3	2	1
2. The objectives of this workshop were not realistic.	5	4	3	2	1
3. Specific purposes made it easy to work efficiently.	5	4	3	2	1
4. The participants accepted the purposes of this workshop.	5	4	3	2	1

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. The objectives of this workshop were not the same as my objectives.	5	4	3	2	1
6. I didn't learn anything new.	5	4	3	2	1
7. The material presented was valuable to me.	5	4	3	2	1
8. I could have learned as much by reading a book.	5	4	3	2	1
9. Possible solutions to my problems were considered.	5	4	3	2	1
10. The information presented was too elementary.	5	4	3	2	1
11. The speakers really knew their subject.	5	4	3	2	1
12. The discussion leaders were not well prepared.	5	4	3	2	1
13. I was stimulated to think objectively about the topics presented	5	4	3	2	1
14. New acquaintances were made which will help in my future work.	5	4	3	2	1
15. We worked together as a group.	5	4	3	2	1
16. We did not relate theory to practice.	5	4	3	2	1
17. The sessions followed a logical pattern.	5	4	3	2	1
18. The schedule was too fixed.	5	4	3	2	1
19. The group discussions were excellent.	5	4	3	2	1
20. There was very little time for informal conversation.	5	4	3	2	1
21. I did not have an opportunity to express my ideas.	5	4	3	2	1
22. I really felt a part of this group.	5	4	3	2	1

3

Statements	Strongly Agree	Agree	Un decided	Dis- agree	Strongly Disagree
23. My time was well spent.	5	4	3	2	1
24. The program met my expectations.	5	4	3	2	1
25. I have no guide for future action.	5	4	3	2	1
26. Too much time was devoted to trivial matters.	5	4	3	2	1
27. The information presented was too advanced.	5	4	3	2	1
28. The content presented was not applicable to occupational programs	5	4	3	2	1
29. Workshops of this nature should be offered again in future years.	5	4	3	2	1
30. Workshops such as this will contribute little to my work	5	4	3	2	1
31. The research findings presented were useful to me in my job.	5	4	3	2	1
32. The references available to participants were not appropriate.	5	4	3	2	1

3

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3. My time was well spent.	5	4	3	2	1
4. The program met my expectations.	5	4	3	2	1
5. I have no guide for future action.	5	4	3	2	1
6. Too much time was devoted to trivial matters.	5	4	3	2	1
7. The information presented was too advanced.	5	4	3	2	1
8. The content presented was not applicable to occupational programs	5	4	3	2	1
9. Workshops of this nature should be offered again in future years.	5	4	3	2	1
0. Workshops such as this will contribute little to my work	5	4	3	2	1
1. The research findings presented were useful to me in my job.	5	4	3	2	1
2. The references available to participants were not appropriate.	5	4	3	2	1